



Massachusetts College of Art
The State College of Art
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assachusetts College of Art is a state-supported professional college of art. Among the nation's art colleges, we offer a unique combination: a self-governing status which insures our vitality as an independent professional community and a public status which challenges us to support, and to help determine, the relationship between art and society.

As a professional college, our central purpose is to offer an environment in which each student can realize maximum potential as a creative individual. This environment's key elements are a diverse faculty of artists, designers, and educators dedicated to the highest standards of professional work; a flexible curriculum encompassing the broadest possible scope of studio and academic disciplines; and well-equipped technical facilities to support specialized programs.

As a state-supported college we can offer more than studios, classrooms, and seminars. Our students share in programs and projects that serve a community that does not end a few miles from campus but extends throughout the Commonwealth of Massachusetts. The people of Massachusetts support the college, and our faculty and students proudly bear an obligation to enhance the state and to serve its people.

A student's work outside the campus can be equally as rewarding and academically important as work performed within the context of the established program.

Of course, the most critical factor in any learning is the commitment of the individual student. A meaningful educational process begins with the energies and ideals of its student body. Professional study in the arts, moreover, requires a special level of dedication.

At the College of Art, we individually accept a continuing challenge for creative growth, and we jointly share new opportunities for public service.


John E. Nolan, President



In 1837 the British Parliament, responding to the urgent recommendations of its Select Committee on Arts and Manufactures, established in London the *Government School of Design* to “extend a knowledge of the arts and the principles of design among the people of the country.”

That early innovation in public higher education—a response to the perceived need for high aesthetic standards in the burgeoning industrial revolution—was the distant antecedent of today’s Massachusetts College of Art.

In 1870, Walter Smith of that famed “Kensington School” was invited by the Commonwealth of Massachusetts to create similar art and design programs for promoting excellence in the rapidly expanding social and economic life of this region.

By 1872, the Great and General Court of Massachusetts enacted legislation requiring “the teaching of drawing and design in all public schools of the Commonwealth.” To spearhead this public education program, the Massachusetts Normal Art School (later the Massachusetts College of Art) opened its doors in 1873 in Pemberton Square, part of what is now designated as Government Center in the state’s capital city. Professor Smith was appointed Director of the new institution (as well as State Art Director) and assembled an excellent faculty drawn in part from the still fledgling Massachusetts Institute of Technology and Tufts University. Under Dr. Smith’s creative leadership, the school’s innovative programs rapidly developed national and international acclaim. At the nation’s Centennial International Exhibition in Philadelphia in 1876, the new Massachusetts system for professional education in art and design received special attention and accolades. The French Commissioners of Education predicted a brilliant future for the school and the Canadian Deputation reported that the school “presented the most complete success found in the United States; we strongly recommend the adoption of the Massachusetts system in all the British provinces.”

The Massachusetts Normal Art School became the model for professional art education throughout the United States and abroad. In subsequent years, graduates and faculty of Massachusetts Normal Art School were to serve as directors of many noted schools across the country, including the Maryland Institute, College of Art, the Rochester Institute of Technology, the Rhode Island School of Design and the School of the Art Institute of Chicago.

The school’s limited facilities in the central city were replaced in 1887 by a handsome Richardson-designed school building at Newbury and Exeter Streets in Boston’s Back Bay area. During the last decade of the 19th century and the early decades of the 20th, this facility provided the base for the



Facing
page and above,
*Photographs from Massachusetts
College of Art from the 1800's to 1920's.*

school’s continuing development as the nation’s only publicly-supported professional school of art and design. Noted faculty of that period included Albert Munsell (creator of the Munsell color system) Ernest Major, Vesper George and Cyrus Dallin (the foremost monumental sculptor of the period).

In 1923, the College celebrated its fiftieth anniversary in what had become overcrowded facilities for its highly successful programs. The official history of the College’s first half century notes “the school...looks with eager, trustful hope to the state for new and adequate buildings, which will assure greater success and therefore greater services.”

Those desired new facilities were provided in 1929 by the College building located at Brookline and Longwood Avenues in the Fenway Section of Boston, among Frederick Olmstead’s “emerald necklace” of parks. This facility—augmented more recently by additional leased spaces for the still expanding programs—has served as the College’s home for the past half century.”

In the late 19th century, when the College was founded, the product-based industrial revolution was the dynamic force for social change. Today, a full century later, the New England region—as a world center of culture and education—is newly stimulated by the information-based activities of the electronic age. Now, as in the past, the Massachusetts College of Art is promoting aesthetic excellence in the new enterprises of the day.

Dear Bill,
 Having a great
 time on vacation!
 I can't wait to
 get back to MASS.
 ART so I can
 start printing the
 photos I've taken.
 See You Soon!
 Margie



MASSACHUSETTS
 COLLEGE OF ART
 364 BROOKLINE AVE.
 BOSTON, MASSACHUSETTS
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 Phone: (617) 731-2340

Cut down a sheer 2,000 feet and noticeably concave, this massive level. feel above the floor of the valley which is 4,000 feet above sea level.

Address

History: Founded by the Commonwealth of Massachusetts in 1873 as the Massachusetts Normal Art School. Became the Massachusetts College of Art in 1959.

Accreditation. Accredited by the National Association of Schools of Art and Design and the New England Association of Schools and Colleges.

Educational Programs: Undergraduate: Bachelor of Fine Arts degree program, full and part-time; Graphic Design Certificate. Graduate: Master of Fine Arts, Master of Science in Art Education, and a Teaching Certification Program. Professional and Continuing Education: Graduate and undergraduate credit courses and non-credit programs open to all adults.

Areas of Study. Degree candidates concentrate in art education, art history, photography, film, interrelated media, painting, printmaking, ceramics, fibers, glass, metals, sculpture, graphic design, industrial design, illustration, architectural design, and fashion design. Other areas of study include drawing, video, music, dance, theater, art criticism, philosophy, creative writing, literature, and other non-studio disciplines.

Campus. Two buildings, about half a mile apart, contain the college's classrooms, library, studio spaces, fourteen technical shops, three galleries, and three performance spaces. A cafeteria and art supply store are located in each building. Student housing is not provided by the college; students commute, stay in dormitories of local colleges or rent apartments nearby. The buildings are located in Boston's Fenway area within walking distance of the Museum of Fine Arts, the

Isabella Stewart Gardner Museum, Northeastern University, Harvard Medical School, six other colleges, five hospitals,

an Olmstead-landscaped park, and Boston's baseball stadium Fenway Park.

Campus organizations include the Student Government Association, Art History Association, Spectrum—an organization of 3rd World Students, Craft Guild, Design Association, Film Society, National Art Education Association, Painting Association, Performing Arts Committee, Photography Portfolio Committee, Poetry Workshop, Printmaking Association, Sculpture and Crafts Association, Video Viewing Collaborative, The Women's Group, Design Research Unit, and the Center for Public Design.

Library. Approximately 60,000 books, 70,000 slides, 500 films and video tapes, records, audio tapes, prints, and microfilm in open-stack arrangement.

Affiliations. A network of affiliations and collaborations with professional, educational, and research organizations including Adaptive Environments, Communication Arts Program at the Burke High School, Consortium of East Coast Art Schools, Design Management Institute, and the Magnet Art Program at the English High School.

Students. Approximately 1050 undergraduate and 75 graduate students are enrolled in degree programs. About 1000 attend evening and summer continuing education courses each session.

Student Evaluation. Methods of evaluating student achievement include a pass/no-credit grading system, review board evaluation of studio work, honors awarded by each department, and graduation with distinction awarded by an all-college academic standards committee.

Faculty. Of approximately 90 faculty teaching in the degree programs, half are full-time and half are part-time. Of approximately 70 faculty teaching evening and summer courses, about one third teach in the degree programs as well.

Visiting Artists. Non-faculty professional artists, designers, and educators continuously visit to lecture and lead workshops and seminars. They are invited by the Visiting Artists Program, the Student Government Association, individual academic departments, and other campus organizations.

Admission Policy. Portfolios demonstrating visual training, abilities, and concepts hold the principal position in selection of degree candidates. Careful attention is also paid to academic credentials and individual statements. Admission to continuing education courses is open to all adults.

Costs. Because the Commonwealth of Massachusetts supports the college, tuition and fees for state residents are low; for non-residents tuition and fees are considerably higher but nevertheless lower than those at most comparable institutions. Consult the Admissions Bulletin for detailed information.

Financial Aid. Based on priority of need and availability of funding, degree candidates may seek aid from Federal programs including BEOG and SEOG grants, NDSL loans, and the College Work Study Program. State programs include scholarships and guaranteed (HELP) loans.

Admission Bulletin. The Admissions and Financial Aid Bulletin, a separate publication, provides detailed information about admissions and financial aid.

College Handbook. The College Handbook, a separate publication, provides course descriptions, a list of faculty, program requirements in detail, and the academic and operational policies of the college.

Continuing Education Catalog. The Program of Continuing Education publishes a separate catalog of its offerings prior to the spring, summer, and fall sessions.

Information Sessions and Campus Tours. Interested individuals are invited to participate in group information sessions and tours of facilities. For an appointment, contact the Admissions Office.

Equal Opportunity in Education. The college has a policy of non-discrimination as to sex, age, race, color, creed, national and ethnic origin, and handicap concerning all rights, privileges, programs, and activities generally accorded or made available to students at the college. The college is authorized to enroll non-immigrant alien students. It does not discriminate on any of the above in administration of its educational policies, admissions policies, and other school-administered programs.

Equal Opportunity in Employment. The college insures equal employment opportunities and affirmative action, regardless of sex, age, race, color, creed, national and ethnic origin, and handicap, in compliance with the Education Amendments of 1972, 1974, and 1976, Title IX, Title VI of the Civil Rights Act of 1964, the Equal Pay Act, U.S. Executive Order 11246, Massachusetts Executive Orders 74 and 130 as amended, and Section 504 of the Regulations of the Rehabilitation Act of 1973 as amended.

Student Records. According to the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment), individual students have the right to review all official records, files, and data related to them and the right to challenge the accuracy of the contents of such records. Further, the Act prohibits colleges and universities from releasing personally identifiable information about students without their consent.

Payment Obligations. It is the policy of the Board of Trustees of State Colleges, effective September 20, 1979, that students or former students at any of the State Colleges who are listed by the financial office of said State College as having unpaid debts for tuition, room, board, medical, or other college-related charges where said debts have not been discharged by operation of law or where deferred payment of said debts has not been agreed to by said college, will not (1) be issued any diploma to which said students might otherwise be entitled; (2) be permitted to register for any program at any State College for which said students might otherwise be eligible; and (3) be furnished a certified copy of any State College transcript (unless said transcript is needed to obtain any benefits related to service in the United States armed forces) although said students will be entitled, upon written request, to inspect and review uncertified copies of their transcripts.



By virtue of its specialized mission to provide professional education in the visual arts, the college itself is small, but its influence in local, regional, and national circles is extensive.

The college's faculty serve as consultants, reviewers, critics, editors, and lecturers for institutions throughout the country, are represented in the permanent collections of national museums, and act as designers for local, national, and international firms and agencies. MassArt faculty helped to found the innovative Cambridge Arts Council, and the college has a tradition of participation in citywide celebrations like Summerthing and First Night.

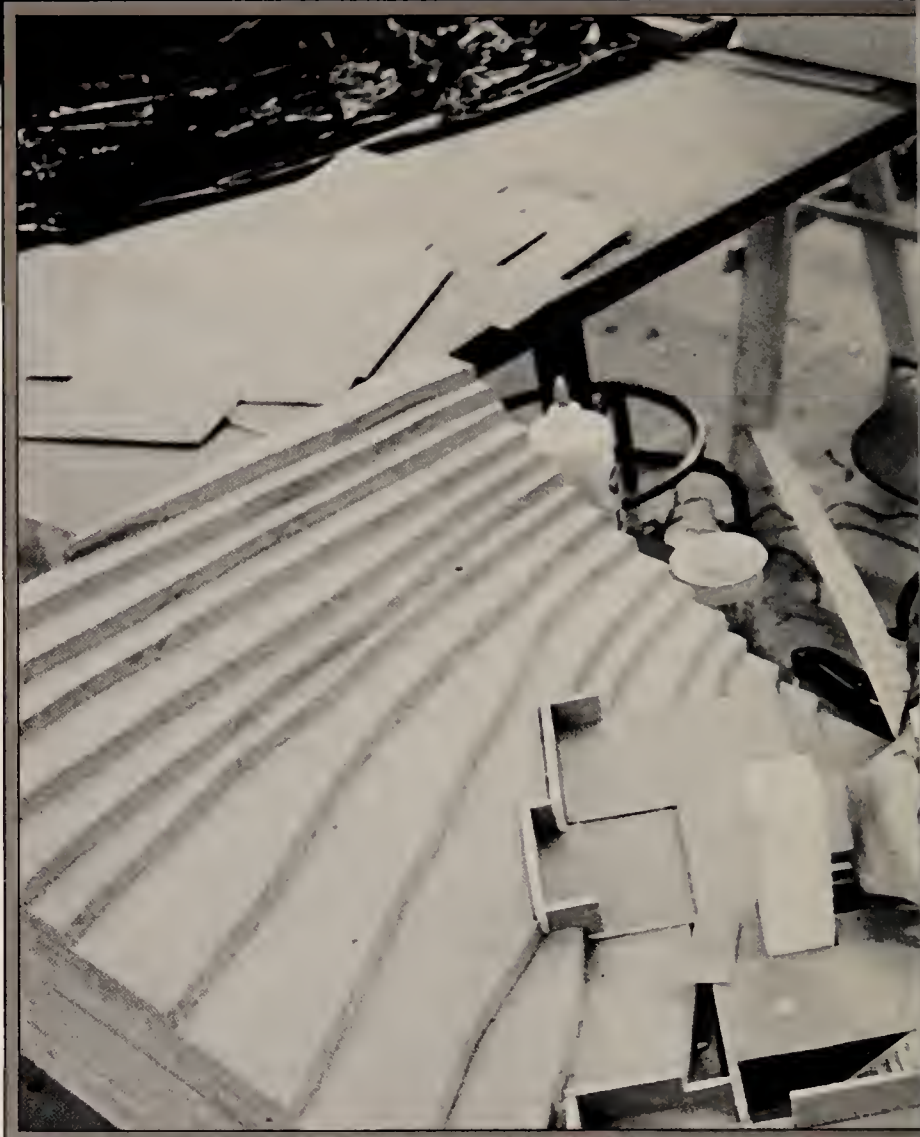
The college's official affiliations and collaborations provide its students with varied educational opportunities, help people with human and professional needs in specialized areas, and contribute to improving education in Boston and throughout Massachusetts. These are some of the college's affiliations:

Adaptive Environments. Located at the college, this resource center serves teachers, clinicians, and parents of children with severe special needs, as well as design instructors and students. Its resources include a library, tool workshop, and a design research team, and it offers two graduate-level courses, and an annual week-long institute. Adaptive Environment's purpose is to demonstrate the importance of well-planned environments that work for everyone regardless of handicaps.

Saturday Studios for High School and Junior High School Students. For more than twenty-five years, high school and junior high school students in the greater Boston area have come to special art classes

at the college. This program provides many with their first introduction to an art school. Classes are staffed by the college's Art Education Department with the assistance of undergraduate and graduate students.

Students wishing more information should contact the Office of Professional and Continuing Education.



Exchange Program with other Boston Public Colleges. Degree candidates enrolled on a full-time basis at any public college or university in Boston may take no more than two courses each semester at another public college in Boston provided that the course is not offered at the home institution. Participating institutions are: University of Massachusetts at Boston, Bunker Hill Community College, Roxbury Community College, and the Massachusetts College of Art.

CAPS (College Academic Program Sharing). CAPS provides undergraduate students the opportunity to study at another college in order to add a different or specialized dimension to their studies. Through CAPS, a student may take from three to thirty credits at another college without going through formal registration procedures and without a formal transfer of credit process. Other members of the system are the state colleges at Bridgewater, Fitchburg, Framingham, Lowell, North Adams, Salem, Westfield, and Worcester, and the Maritime Academy at Buzzards Bay.

Center for Public Design. Located at the college, this faculty-run office provides the public sector with professional services in architecture, graphic design, industrial design, and general consulting. Its clients include municipalities, community groups, and state and federal agencies.

Communication Arts Program at the Burke High School. This collaboration between the college and Boston's Jeremiah Burke High School provides high school students with an innovative and comprehensive curriculum in communication arts. Its components include exploratory courses, specialized study in television production, photography, filmmaking, offset printing, advertising, and graphic design, as well as visiting professionals, apprenticeships, and job internships.



Consortium of East Coast Art Schools. The college is a member of the Consortium of East Coast Art Schools. Established in 1977, the consortium provides program sharing among member institutions and enables students to cross register at no additional cost, on a space available basis. Other members include Cooper Union School of Art and Architecture, Maryland Institute College of Art, Nova Scotia College of Art and Design, Parsons School of Design, Philadelphia College of Art, Pratt Institute School of Art, Tyler School of Art, and the School of the Museum of Fine Arts.

Charlestown High School Design Project. In 1978 the college's Design Department was invited to define and begin a design program at Charlestown High School. Now in its fourth year, this collaboration utilizes design faculty from Mass Art in classes and workshops as well as ongoing curriculum development.

Exchange Program with the Elma Lewis School of Fine Arts. The College has an educational exchange with the Elma Lewis School of Fine Arts, the oldest and best known black community-based institution in Boston. Students from either institution can take courses at the other for credit at no extra cost.

Internships with the Museum of the National Center of Afro-American Artists. In this design internship program, the college's students are awarded individual grants from private industry for design and layout work on museum projects. The museum is a full-service art museum dedicated to the definition, compilation, and preservation of black culture in the Western Hemisphere.

Arts Consortium. Massachusetts College of Art is a member of the Arts Consortium in Boston. One of the programs of this collaborative effort is an Arts House Dormitory located at Emerson College which houses students from Arts Consortium member colleges, including Mass Art, Emerson, Boston Conservatory of Music, Boston Architectural Center, and the School of the Museum of Fine Arts.

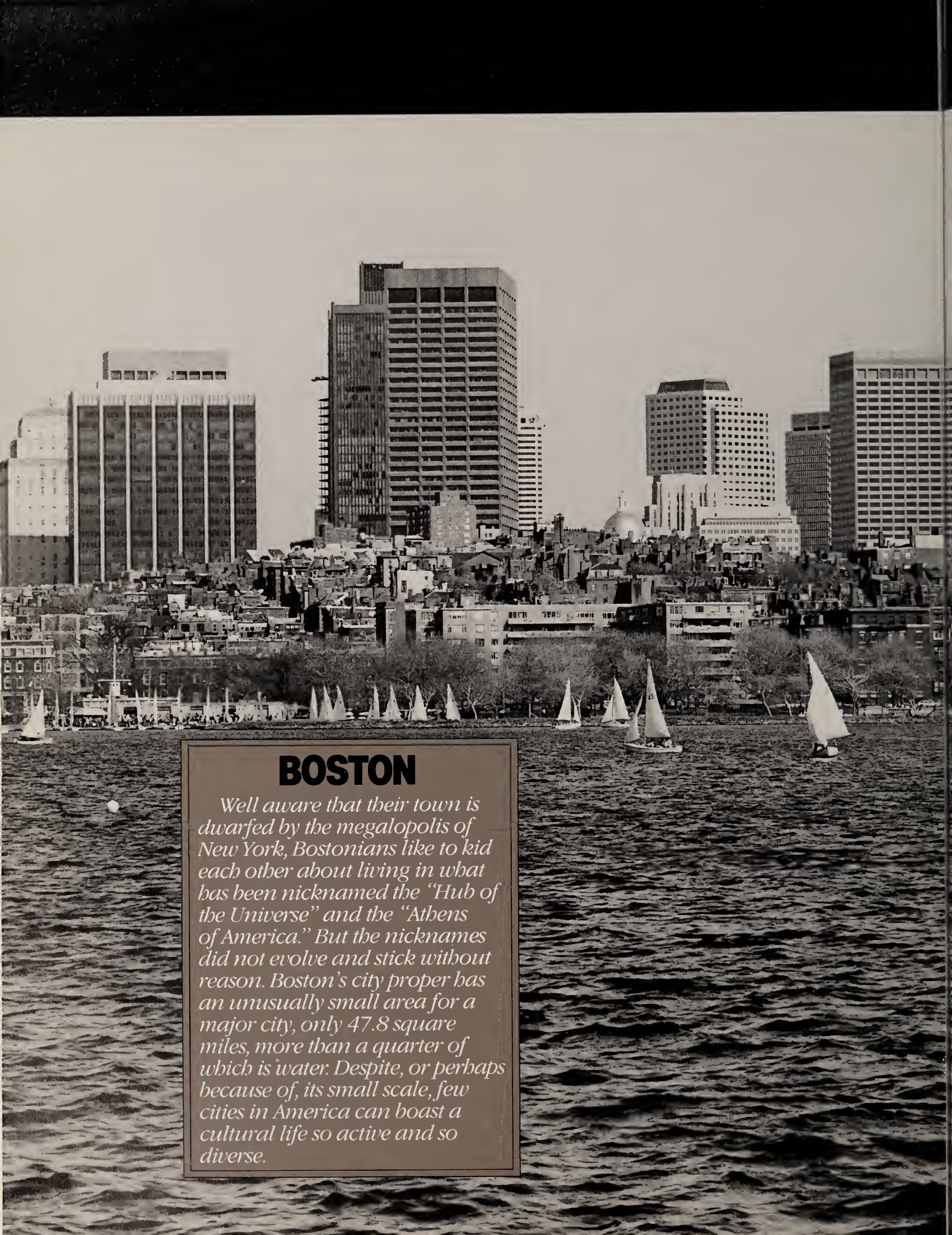
Cooperating Institutions. Through the Program of Continuing Education, the college grants credit for certain courses offered at the following Massachusetts institutions: Boston Architectural Center, Brockton Art Center, Brookline Arts Center, Castle Hill/Truro Center for the Arts, Dancentral in Cambridge, DeCordova Museum in Lincoln, Institute of Contemporary Dance in Cambridge, Nantucket Island School of Design and the Arts, Old Schamb Mill in Arlington, Project Art Center in Cambridge, Reality Theatre in Boston, and South Shore Art Center in Cohasset.

Design Management Institute. Located at the college, the institute researches design programs and conducts an annual conference and frequent seminars for corporate design managers. Its purposes are to communicate management techniques as applied to design groups and to facilitate better understanding by business management of design disciplines.

Design Research Unit. This student-run office at the college provides design services to the public. Its clients have included the American Red Cross, Boston's MBTA, and the Boston 6.

Fenway Library Consortium. The college is a member of a consortium of libraries which provide a walk-in interlibrary loan service to users of any of the libraries. Other members include Boston State College, Emmanuel College, Hebrew College, Massachusetts College of Pharmacy, Simmons College, Suffolk College, Wentworth Institute, Wheelock College, Museum of Fine Arts, and Emerson College.

Magnet Art Program at English High School. This collaboration between the college and Boston's English High School provides high school students with an innovative and comprehensive visual arts program. Its components include exploratory courses, nearly twenty areas for specialized study, visiting artists, field trips to museums and artists' studios, a portfolio preparation course, and evening classes for students and their families.



BOSTON

Well aware that their town is dwarfed by the megalopolis of New York, Bostonians like to kid each other about living in what has been nicknamed the "Hub of the Universe" and the "Athens of America." But the nicknames did not evolve and stick without reason. Boston's city proper has an unusually small area for a major city, only 47.8 square miles, more than a quarter of which is water. Despite, or perhaps because of, its small scale, few cities in America can boast a cultural life so active and so diverse.



Education. Boston with its surrounding cities and towns is the home of more than fifty institutions of higher education. There is hardly an aspect of human endeavor that is not dealt with by these schools. The arts, the sciences, law, medicine, and business are all represented.



*Massachusetts College of Art
Graduating class of 1926.*

In addition to their degree programs and continuing education classes, all of the colleges and universities provide library resources, lectures, gallery exhibitions, films, music, dance and theater performances. Many events are provided free or at a cost within the reach of the average student.

Music. The Boston Symphony Orchestra is one of the world's great orchestras. It is, however, only one of the hundreds of musical groups representing every tradition, from chamber music to bluegrass. Live music can be heard almost every night and ranges from major choral works by the Handel and Hayden Society to the rags of Scott Joplin performed by Gunther Schiller's New England Conservatory ragtime ensemble. In the Spring and Summer the world famous Boston Pops perform outdoors nearby the college on the banks of the Charles River.

University and public radio stations have programs dedicated to special interests and tastes that include the blues, Afro-American and Hispanic music, old English madrigals, and folk music from all nations.

Museums. The Boston directories list over sixty museums. The Museum of Fine Arts and the Isabella Stewart Gardner Museum are located in the Fenway area near the college. The city also contains a number of smaller but important institutions such as the Museum of Afro-American Art, the Children's Museum, the Museum of the American China Trade, and Harvard's Busch-Reisinger, Fogg and Peabody Museums.

*Reproduction of Copley's
Paul Revere, courtesy of the
Boston Museum of Fine Arts*



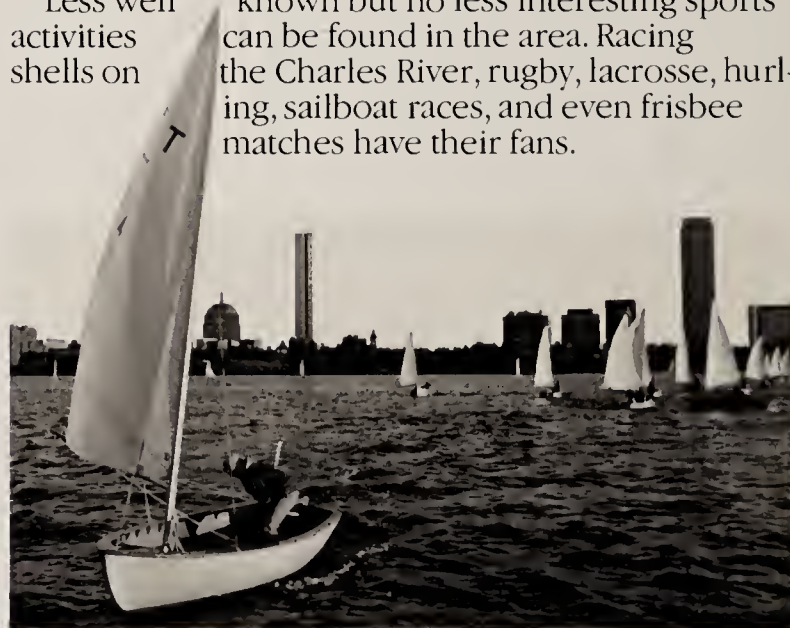
Theater. Boston has been a major try-out town for many decades, and boasts a flourishing Broadway-oriented theater district. For those with modest budgets or more daring tastes, there are a number of small but exciting groups offering a wide range of theater experiences from Shakespeare to the most avant-garde contemporary works.



Sports. Boston is a major league town—the home of the Red Sox, Celtics, and Bruins. Nearby Fox-boro houses New England Patriots football and in adjacent Brookline often hosts the U.S. Tennis Open Championship.

Intercollegiate and amateur sports thrive, and every spring, runners from all over the world compete in the grueling Boston Marathon.

Less well known but no less interesting sports activities can be found in the area. Racing the Charles River, rugby, lacrosse, hurling, sailboat races, and even frisbee matches have their fans.



Architecture. To the student of architecture, architectural history, or those who simply love the built environment, Boston is a treasure trove. No other American city contains so much work of genius in such a concentrated area. The masters of three centuries, including Bulfinch, Paris, Richardson, Gropius, Sert, Corbusier, and, in recent years, Pei and Safdie have found Boston receptive to their talents. The London-like atmosphere of Beacon Hill with its Louisburg Square, the nineteenth century

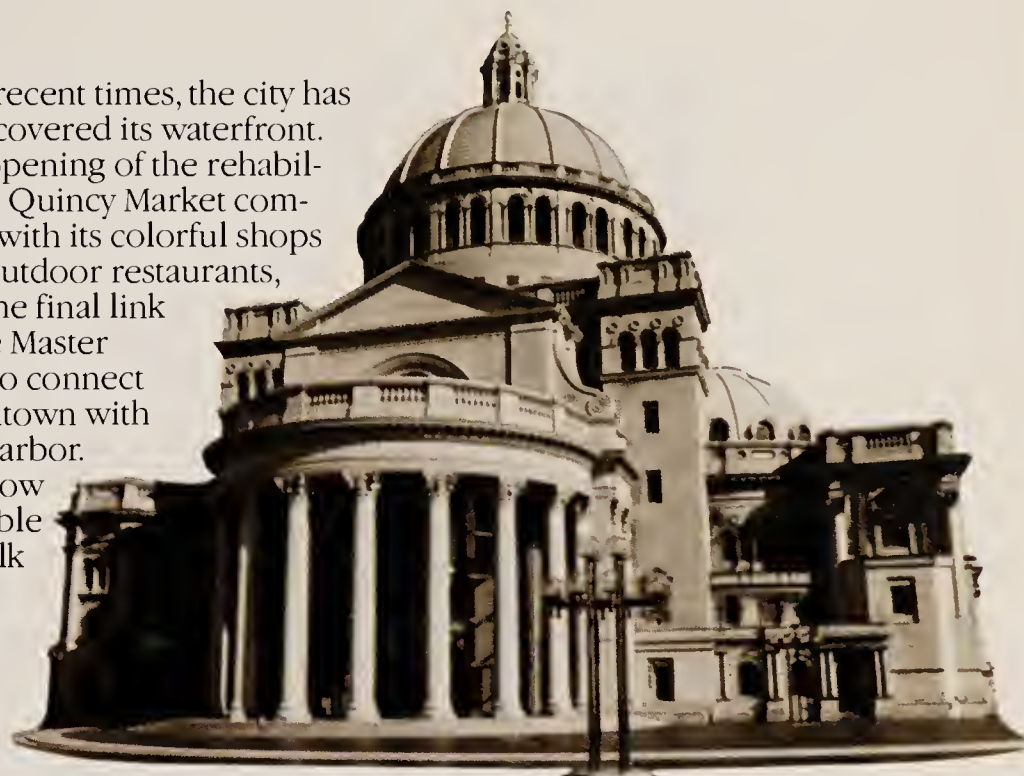


*Scenes from
the Quincy
Market
downtown
Boston.
Engraving
of Boston
Massacre
1770.*

bow front town houses of the South End, and the great mansions of Commonwealth Avenue are all in the center of the city.

There are other factors besides individually handsome structures which create the form of the urban environment. The city of Boston was laid out long before the age of the automobile; it is a pedestrian city.

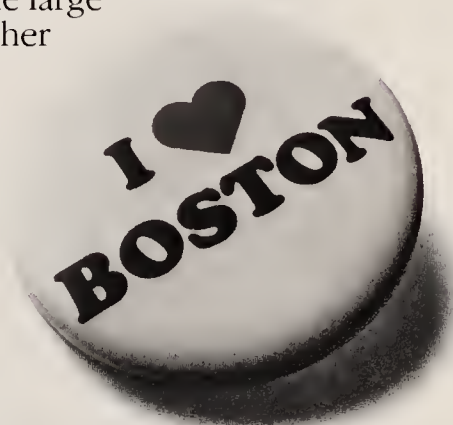
In recent times, the city has rediscovered its waterfront. The opening of the rehabilitated Quincy Market complex, with its colorful shops and outdoor restaurants, was the final link in the Master Plan to connect downtown with the Harbor. It is now possible to walk from



The Christian Science Center

Government Center, with its ultra-modern City Hall, through historic Faneuil Hall and Quincy Market to the waterfront park and the New England Aquarium. In the Spring, Summer, and into late Fall, the area is filled with street vendors, musicians, artists, and mimes, as well as visitors from all over the United States and abroad.

People. The city of Boston is a truly cosmopolitan city with people of widely different ethnic backgrounds. The neighborhoods reflect this diversity: the Italian North End, Irish South Boston, the Black community of Roxbury, and the large Chinatown. There are many other ethnic groups including Armenians, Greeks, Hispanics, Haitians, Lithuanians, French Canadians, and American Indians.



Program of Professional and Continuing Education. The Program of Professional and Continuing Education provides the general public with graduate and undergraduate credit courses on a part-time basis and with special non-credit programs. Its offerings represent all areas of study at the college.

The credit courses are open to all adults including high school seniors. Students earn credit or have the option, if space is available, to register as auditors. The program offers many evening and some day courses each spring and fall and about the same number of day and evening courses each summer. Course formats range from intensive one-week institutes to six- and fifteen-week sessions.

Continuing education faculty meet the same standards required of faculty teaching in the degree programs. About one third of the continuing education faculty also teach in the degree programs.

Approximately 3,000 students take continuing education courses each year. Their backgrounds range widely in age, motivation, interest, and ability. Their reasons for enrolling are equally diverse, including self-improvement, occupational advancement, skill development, and the completion of degree program requirements.

The Program of Continuing Education is self-funding. Its policies and procedures are established by the college. Whenever possible the program adopts the policies exercised in the college's degree programs.

Before its spring, summer, and fall sessions, the program publishes and distributes a catalog with a schedule and description of its courses.



Core Program. The faculty of the Core Program is drawn from all departments. They provide first year students with an opportunity to become professionally familiar with a wide variety of art forms and methods. The program is designed to help students develop a broad foundation in basic visual vocabulary and to determine a direction and plan for their careers.

Freshmen students enroll in required studio courses, required critical studies courses, and elective courses. The required studio courses are Color Studio, Drawing Studio, Media Critique, 3D Critique, and Design Seminar. These address the aim of establishing a visual vocabulary. Required critical studies courses, which provide a basis for understanding all areas of visual expression are, American Thought and Government, Analysis and Style, Contemporary Trends in Art, and Written Communication. Finally, the elective courses – a wide selection from all departments – address the program's second aim, to help students find a direction in their work. Students in the Enrichment Program roster all required and elective studio courses along with the enrichment courses. They generally begin the Critical Studies component of the curriculum in their second year.

An important part of the Core Program is individual advising. Students are encouraged to question and experiment. The program stresses that students should not assume they are painters, designers, art teachers, etc., until they have seriously encountered different disciplines and attitudes toward artmaking.

The Core Program greets freshmen as students of art. Regardless of current strengths and future specializations, this significant fundamental identity is one which each student will always share with other students and faculty at the college.

The College of Art offers tutorial support to students who may need to develop or improve their studio or academic skills during their four years of study, through two cooperating programs:

The Studio Tutorial Program. The Studio Tutorial Resource Program is designed to provide support for all undergraduate students in the development of their studio skills. The program offers advice, evaluation and instruction to students who need to improve their skills in drawing, rendering techniques, presentation of art work, etc. Referrals to other resources are available as needed.

The Studio Tutorial Resource Program is staffed by two faculty members as well as by student tutors. Students may refer themselves to the program or they may be referred to it by their instructors.

The Critical Studies Tutorial Program.

The Critical Studies Tutorial Program offers tutoring in writing, reading comprehension, and special instruction to the students for whom English is a second language (ESL). The majority of the staff are members of the Critical Studies Department. Tutoring is offered for both short and extended periods of time. Students may refer themselves to the program and all faculty members may encourage or request students to make use of the program.

Critical Studies, The Department. The faculty are writers, critics, and scholars. The department is committed to the transmission of a concrete body of knowledge and sees itself as a service department to the college as a whole. The goal is the development of verbal, analytical and critical skills in the students. The department attempts to transmit and scrutinize human cultural traditions. Its chief responsibility is to foster the intellectual growth of the students. Since the department's primary function is to facilitate the student's capacity to verbalize and conceptualize, students are introduced to a variety of systems of thought and bodies of knowledge.

The department has a dual function. It provides required and elective courses to all students at the college, and like other departments, it offers a major in art history.

To the student population at large, the department provides both required and elective courses in history, art history, psychology, politics, anthropology, literature and film.

To students who choose the art history major, the department provides a curriculum which combines the intellectual study of art with actual artmaking. The curriculum requires an equal number of academic and studio courses and the achievement of a high proficiency in both areas.

The objectives of the B.F.A. program in art history are several and closely related to the unique nature of the program itself. The primary objective is to educate art historians whose orientation is not exclusively academic. The graduate with a B.F.A. in art history would have taken half the required undergraduate work in studio or studio-related areas such as film, media, fine arts or performing arts. Thus the student's approach would combine a strong experimental component reached through struggling with the problems of creativity characteristic of the actual practice of art with a strong and solid body of critical-analytical material as it relates to art history. Clearly, one objective of the program is to educate a different kind of art historian.

Senior-year art history students complete a 6-credit practicum, generally an internship at a museum, gallery, or art center. They may gain experience in cataloging, framing, hanging exhibitions, planning the development of permanent collections, or in conservation, publicity, or museum education.

Graduates in art history are thus equipped to pursue further study or seek curatorial, educational, or administrative positions in museums and galleries.

Concentration Area

Art History. Courses which approach art and art history from a variety of perspectives including consideration of periods, movements, cultures, genres, philosophies of art, and theories of art criticism.

Additional Areas

Special Studies. A range of largely introductory, though not necessarily first-year courses in history, psychology, politics, and anthropology.

Literature and Film. Courses which emphasize the mastery of written and spoken language as essential tools; the reading and writing of poetry, drama, and prose as part of the imaginative experience; and the viewing and criticism of film as one of the chief art forms of our day.

Enrichment and Tutorial. Through its Enrichment and Tutorial Programs, the Critical Studies Department serves the needs of students who must develop or improve their writing and reading comprehension skills to the level demanded by college courses.

Facilities

The department maintains a screening room and full range of audiovisual materials. It also enjoys accessibility to the college's collections of slides, books, and films, and to the collections of Boston's many important museums and libraries.

The College of Art is a professional, studio-based institution, which requires the intense convergence of student, teacher, diverse traditions, materials, and techniques in the creation of specific art or design objects or outcomes. In its more than one hundred years as a public institution, the college has continually responded to the professions by growing or changing as needs become apparent. Students who wish to become designers, artists, or art educators have been accommodated because of the dynamic nature of the college: the faculty is talented and diverse; the academic structure flexible.

Evaluation. Modes of evaluation include a pass/no credit grading system, review board evaluation of studio work, honors awarded by each department, and graduation with distinction granted by an all-college academic standards committee.

Pass/No Credit Grading System. The pass/no-credit grading system was instituted in 1971 and has proved an effective evaluation policy for student performance and progress. This approach to student evaluation takes into account the nature of the creative process and artistic expression, as well as the subtlety and complexity of the stages of an artist's education. It encourages the desire to continue striving for a particular goal. A written clarification of evaluation may be requested from the instructor.

Revision Boards. The studio components of the college use a review board system for evaluation in which the student's work is reviewed and discussed by as many as five faculty members and visiting critics selected by students and their advisors. In this way, objective, professional analysis is brought to bear on a body of work. This check and balance system has advantages for both the student and the individual faculty member under whom the student has worked. Records of faculty comments are given to the student, who has the opportunity to pursue the evaluation further with individual instructors. Members of the review board may

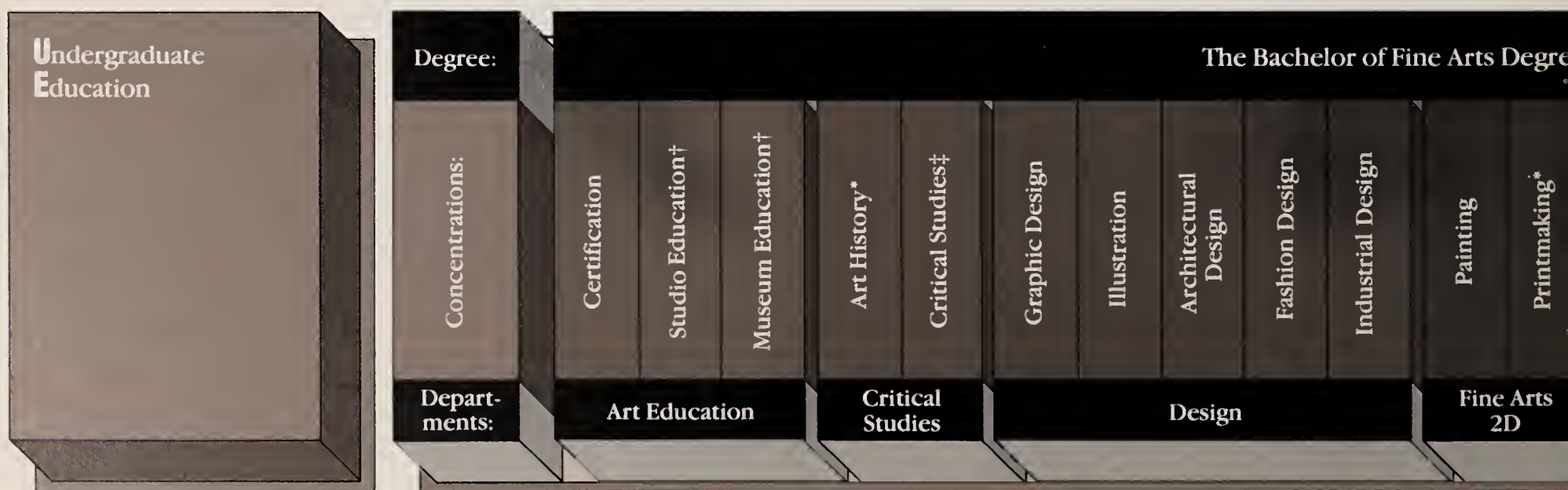
make evaluation credit recommendations to the studio instructor who may take them into consideration when assigned the evaluation designation. Honors may be recommended for exceptional performance.

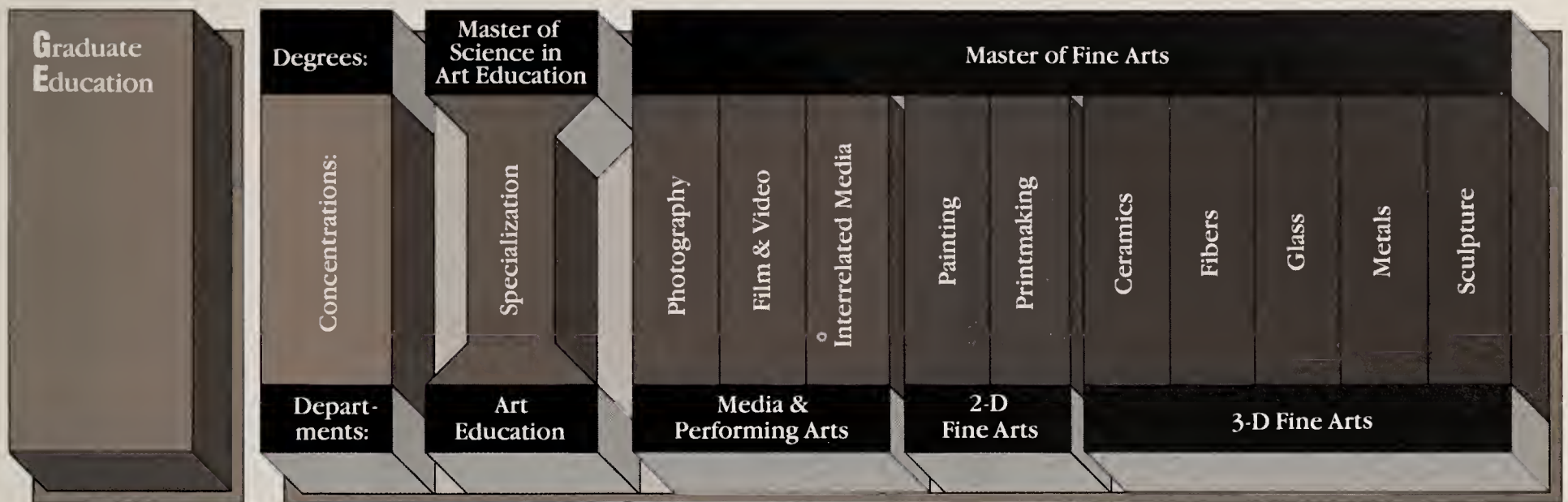
Graduation with Distinction. Students may be nominated by their respective departments to be awarded Graduation with Distinction. This recognition is the highest accolade the college confers on its graduates.

Undergraduate Education. All undergraduate students work toward the Bachelor of Fine Arts (BFA) degree. The degree is granted in four majors: art education, art history, design, and fine arts. Within the four majors, students pursue a specialized course of study in one or more of nineteen concentration areas. Courses and supportive academic advising in each of these concentration areas are provided by six academic departments: Art Education, Critical Studies, Design, Media and Performing Arts, Fine Arts 2D, and Fine Arts 3D. The chart on page 16 delineates the relationships between majors, concentration areas, and departments.

Entering freshmen students complete a special studio curriculum called the Core Program and do not select a major until the end of the first year. Faculty advising throughout the Core Program, orientation presentations by the academic departments, and career counseling at the end of the first year help students to choose their major fields. Students usually select their specific concentration areas during the sophomore year.

Since 1974, the Critical Studies Department has operated the Enrichment Program, which is designed to help students who are admitted to the College of Art on the strength of their portfolios but who need to develop their skills in writing and reading comprehension before they can do successful work in the Critical Studies courses required for the B.F.A. degree. Enrichment students take a special, one-year Enrichment course and





generally begin the Critical Studies portion of their program in their sophomore year.

Part-Time Bachelor of Fine Arts Program. Students are able to pursue a Bachelor of Fine Arts degree on a part-time basis at the college. They may choose to concentrate in Painting, Sculpture, Ceramics, Metals, Glass, Filmmaking, Interrelated Media, Illustration, Graphic Design, Fashion Design, Industrial Design, Architectural Design, and Art Education.

All courses may be taken in the evening with minor exceptions. Departments reserve the right to require a residency period of full-time attendance if it is deemed appropriate. A student may also cross register in regular day classes on a space available basis.

Students may enroll for either two or three courses (6 or 9 credits) per term in fall and spring, summer term enrollment is optional. Students should anticipate taking between five and eight years to complete the program.

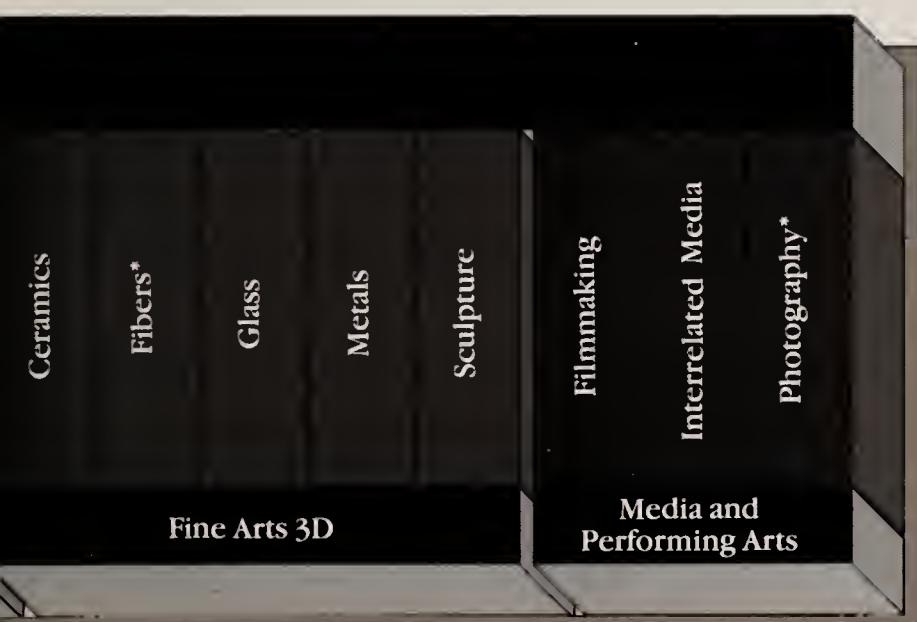
Graphic Design Certificate Program. The Certificate Program in Graphic Design is a cluster of

professional courses leading toward a career in the graphic design field. The program consists of 12 courses (36 credits) which may be taken over a period of not more than three years. All of these courses are taken in the evening.

Adults with a minimum of two prior years (60 credits) of college may apply for admission to the Certificate Program. A maximum of six credits may be transferred into the program. A portfolio is required in application, and a formal review of work occurs upon the completion of 12 credits in the program. Students who have earned 12, 24, or 36 credits in the program must appear for end-of-the-semester reviews as scheduled by the program advisor, or be dropped from the program. The review team and their evaluations will determine whether a student may continue in the Certificate Program. The preparation of a portfolio suitable for job seeking is one of the final requirements for receipt of the certificate.

Graduate Education is relatively new to the college. The 36-credit Master of Science in Art Education degree program was initiated in 1972, and the 60-credit Master of Fine Arts degree program was first offered in 1975.

The graduate programs are limited in enrollment to approximately 25 full-time MFA students and 25 full-time and 25 part-time MS students. The MFA student may choose to work in painting, printmaking, sculpture, metals, fibers, ceramics, glass, film, photography, interrelated media or design. Most areas have two or three graduate students; painting is usually the largest area. The MS program provides options for individualized specialization. The limited number of students insures immediate access to faculty and a high level of response to student needs and concerns. Both degree programs have coordinators who advise in matters of admissions, schedules, program content, and degree requirements. The chart on page 17 delineates the relationships between degrees, concentrations, and departments.



Certification License – Art Education. This fifth-year program is designed for two categories of students with a bachelor's degree who have a minimum of 36 credits in art: those who want a First Level teaching certification in Massachusetts as well as 32 other states and those seeking a second certification on a new level. The First Level License, on either grades K-9 or grades 5-12, is a 33-credit sequence which may be completed within one year beginning in the summer.

For students already licensed on one level who wish to receive a second level license, we offer a second student-teaching placement and additional 6 credits toward this license.

People may apply simultaneously for the Certification License and for the Masters Program in Art Education.

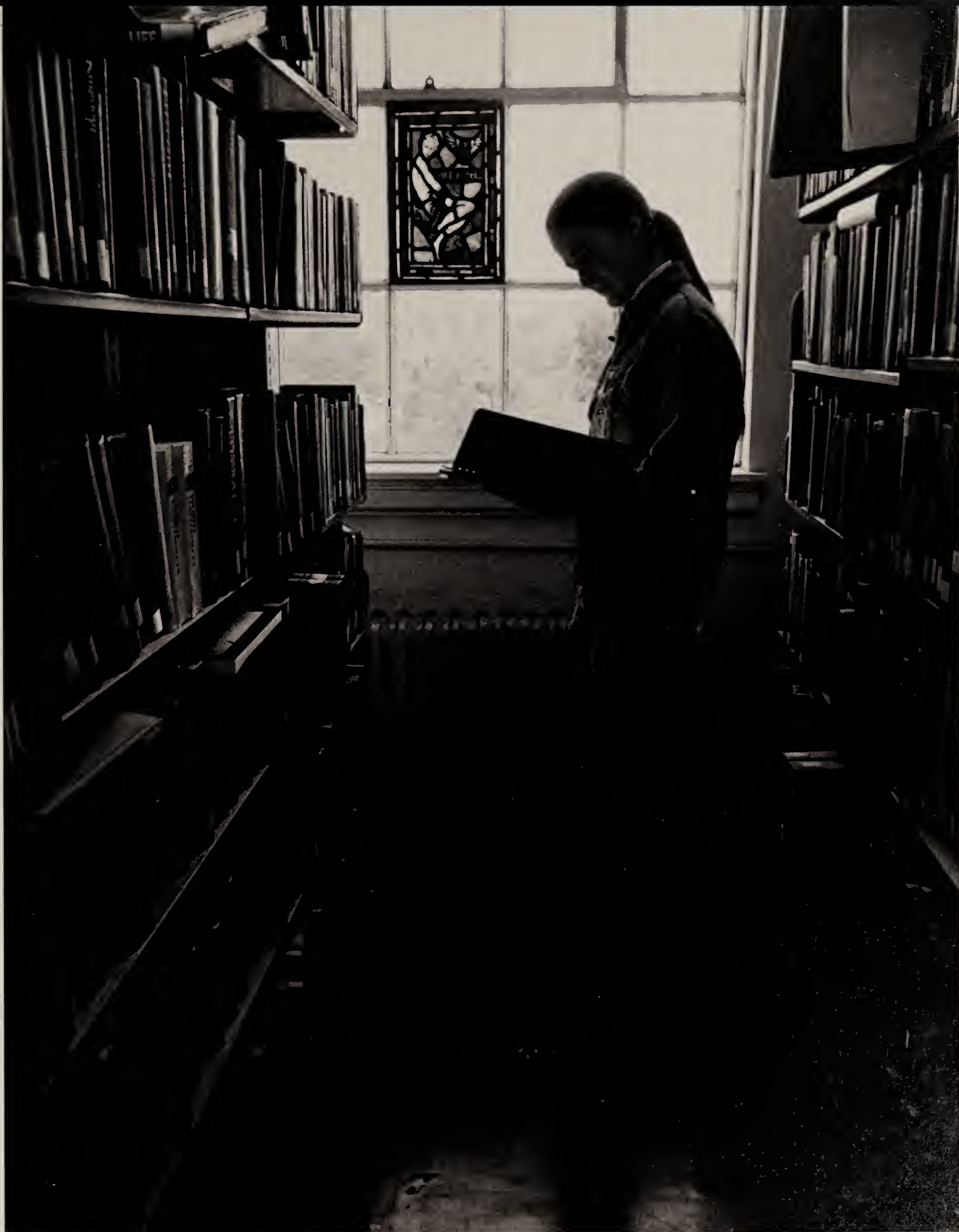
The Master of Science in Art Education is a 36-credit graduate program which admits students who shape their own area of specialization. Students may apply for either full-time or part-time status. Many graduate courses meet in the late afternoon or evening so that students can combine their graduate study with full-time work. Some students choose to extend their studies over a two or three year period, while others, in job transition or on sabbatical, may complete the degree within a calendar year.

Specialization Program is designed for experienced art teachers and other professionals in art and related fields seeking an individualized course of study. It is primarily an opportunity for in-service teachers and practitioners in schools, museums, and human service agencies who wish to investigate particular facets of the field of art education. After being admitted to the program, students plan with their faculty advisors in order to develop a 15-credit area of specialization which will meet each student's unique professional objectives. Recent specializations have included art administration, arts advocacy in community-based education, arts and human services, and interdisciplinary art education.

Directed Study projects may take the form of a thesis, practicum, or project involving empirical or historical research within the domain of the particular specialization. Directed Study proposals are developed with a Directed Study Advisor and approved by the Art Education Graduate Coordinator. In the Graduate Seminar, students are given the opportunity to share their projects with other members of the graduate community.

The Graduate Art Education Program is small and affords an opportunity for individualized attention and development. Students are encouraged to seek out faculty at the college, people in the community, professionals at nearby institutions, and other students in creating and implementing their course of study.











Public works vehicle graphics designed by Bill Wilcox, Alumnus

The Design Department. The faculty are professional designers, illustrators, and architects. They aim to (1) provide students with creative, intellectual, and professional skills necessary to enter a design profession or graduate school, (2) encourage students to develop personal skills to cope effectively with a complex changing world, and (3) expose students to critical professional and societal issues.

In the sophomore year students encounter instructors and projects from each concentration area. This process helps them to choose concentration areas and to become familiar with a wide range of design problems and solutions. Seniors and juniors typically reserve individual work spaces in the department's large studio. With other students and technical facilities nearby, they can work between classes and learn from each other as well as from

instructors. Often a critique begins somewhere in the studio and the entire area becomes an open classroom. Also housed in the studio area are the student-run professional office, the Design Research Unit, and the Center for Public Design, a faculty design office which provides the public sector with professional services in architecture, graphic design, industrial design, and general consulting.

The department's ties with organizations outside the college are extensive. Students complete internships with professional offices, advertising agencies, and industrial firms. Guest designers regularly participate in review boards. The Design Research Unit's clients have included the American Red Cross, Boston's MBTA, and the Boston 6, a consortium of Boston colleges. Each year the department sponsors the Design Management Institute conference. During this week-long meeting, representatives from major American corporations and agencies focus upon an intensive review of successful corporate design programs. The department also houses Adaptive Environments, an organization which encourages and facilitates environmental design which serves all people regardless of handicaps.

As a result of the department's emphasis on professional skills and its comprehensive approach to the design field, its graduates become capable and versatile designers. The majority seek jobs with corporations, design offices, and advertising agencies. Others provide clients with freelance services, and still others, particularly those in architectural design, enter graduate schools.

Graduate students can pursue the M.F.A. degree in interdisciplinary design. The goal of the Design Department is to provide an opportunity for graduate students with a minimum of two years professional experience in a design area to become part

of a cross disciplinary, two-year graduate project. Projects are partially defined by the stated interests of applicants, but center on contemporary urban problems such as livable environments, public information, effective tools and special needs in mass-produced items of all kinds, including apparel. Collaborations with other departments, colleges, agencies and industries encouraged. For more information about the graduate fine arts program, please see page 24.

Concentration Areas

Communications Design:	Graphic Design Illustration
Environmental Design:	Architectural Design Fashion Design Industrial Design

Facilities

Department Studio work spaces including desk and supply storage for up to 90 students near lucigraphs, diazo machine, and those facilities listed below.

Photostat Rooms photostat cameras, rapid film and paper processors.

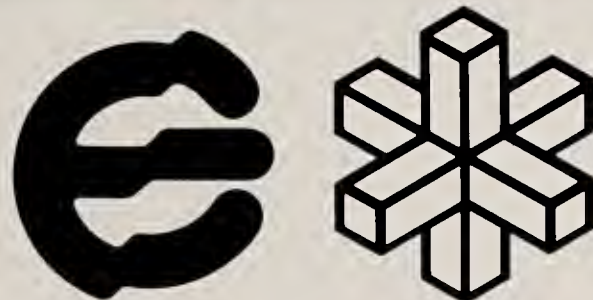
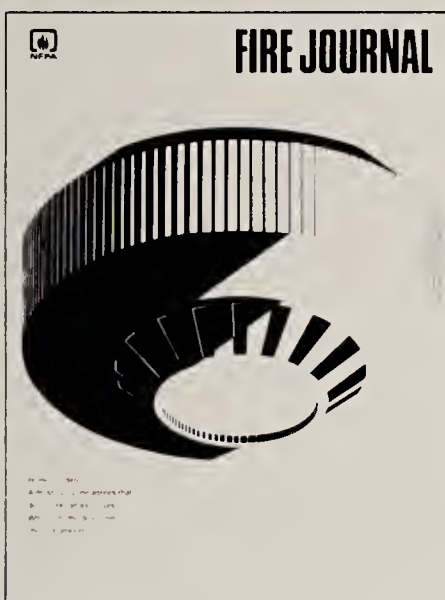
Type Lab photo headliners, letterpress printing facilities and type.

Fashion Studio sewing machines, cutting tools, dress forms, reference books.

Wood Shop on-site staff technician, hand and power woodworking tools.

Design Library design periodicals, references, technical indexes from the college's and faculty's collections.

Computer Lab: Three computer terminals.



*Two logos and
The Journal Cover
designed by Tom
Briggs, Faculty*



The Fine Arts 2-D Department. The faculty are professional painters and printmakers whose work and approaches to teaching vary widely. They aim (1) to provide a supportive environment in which many alternatives can be pursued and (2) to help each student find a personal visual language.

Undergraduate students take a required drawing course, a core of courses in their concentration area, and a range of studio and non-studio electives. The department's faculty consider drawing a crucial activity and encourage students to continue to study the discipline as they pursue painting or printmaking.

In the sophomore year courses are structured and critiques are both group and individual: painting instruction emphasizes stated problems, representational as well as non-representational; printmaking instruction surveys techniques and technologies. In the junior and senior years courses are less structured, instruction is more individualized, and critiques are primarily individual: painting students work on self-initiated projects in their own studio areas; printmaking students have the technical proficiency to individually explore new artistic modes and ideas.

Graduate students can pursue the M.F.A. in either painting or printmaking. For more information

about the graduate fine arts program, please see page 00.

Lectures and seminars by visiting artists augment the department's courses, and internships at museums, galleries, and printshops allow many students to acquire new perspectives and skills.

Many of the department's graduates go on to further study; others support themselves through sales

and commissions or find jobs in museums and galleries or in the fields of fine art printing, commercial painting, illustration, design, and education.

Concentration Areas and Facilities:

Painting, large shared studio spaces; individual studio spaces for juniors, seniors, and graduate students.

Printmaking, large work space for printmaking; photography darkroom; equipment as follows: Lithography: 4 presses which accommodate stone and metal plate work, extensive stone library, equipment for color printing.

Etching: 4 etching presses, ventilated hooded acid baths for etching plates, a ventilated hooded area

for cleaning plates; equipment for printing viscosity color plates as well as hand-wiped multiple-plate color.

Silkscreen: photography equipment, darkroom.





The Fine Arts 3-D Department. The faculty are professional artists and craftspeople in the concentration areas. They aim to help students (1) conceive dimensionally, (2) acquire a range of skills in various media, (3) develop a personal style, and (4) assume professional attitudes toward expression. The department encourages students to be aware of each medium's potential within and beyond the boundaries of tradition and function; i.e., each medium's potential for art which is traditional, "crazy," useful, useless, that which might be reproduced commercially, and that which would not.

Undergraduate students take a core of courses in their concentration area and a range of studio and non-studio electives. In addition, all undergraduates complete a three-dimensional design course which supports the department's emphasis on developing concept and design through drawing and hands on experience. Seniors are introduced to professional practices and survival techniques in the cross-departmental senior seminar.

Graduate students pursue the M.F.A. degree in

any of the concentration areas. For more information about the graduate fine arts program, please see page 32.

In addition to regularly hosting visiting artists in each concentration area, the department has many ties with organizations outside the college. Faculty and students working in glass participate in exchanges with the Center for Advanced Visual Studies at M.I.T.; those in sculpture carry out environmental projects at Haystack in Maine and, under the auspices of the state's parks department, on Peddock's Island in Boston Harbor and on the Provincetown dunes. Those in metal and glass visit industrial firms and host representatives and guest designers from industrial firms, and students and faculty working in ceramics participate in NCECA Super Mud Conferences and collaborate in the Magnet Art Program with Boston's English High School.

Many of the department's graduates go on to further study. Others set up their own studios and support themselves with sales and commissions, work in galleries and museums, and design for industry.



Concentration Areas and Facilities

Ceramics, on-site technicians; studio areas; kiln rooms with gas and electric kilns, including haku and salt; clay mixing and storage areas; glaze materials room; potter's wheels; pug mill; extender; slab rollers; spray booths.

Fibers, studio areas; equipment for on-loom and off-loom weaving, textile dyeing and printing, sewing, papermaking, and other fiber sculpture techniques.

Glass, studio areas; three furnaces and equipment for glass blowing, casting, slumping, annealing, grinding, cutting, drilling, sawing, sandblasting, enameling, beveling, polishing, shaping, sanding, and the fabrication of flat glass panels with lead and copper foil.

Metals, individual student workbench; soldering benches; equipment for metal cutting, shaping, drilling, forging, soldering, raising, polishing, buffing, sanding, and lapidary (stone cutting).

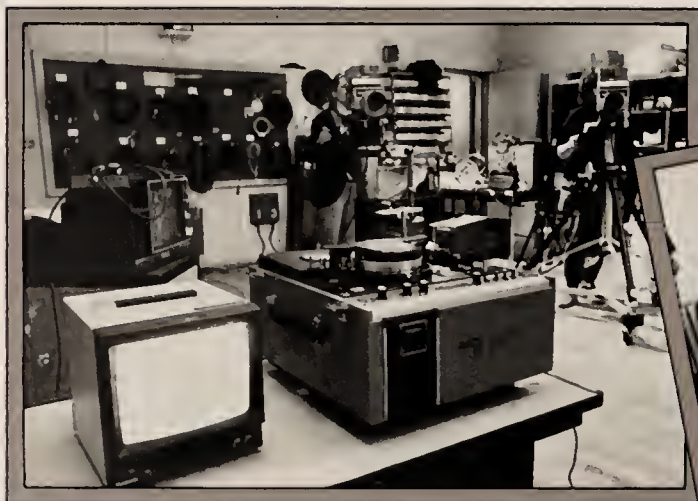
Sculpture, studio areas; foundry – equipped for bronze and aluminum castings; gresand, resin-bonded sand, investment molds; gas forge, pattern-shop, two welding studios – MIG, TIG, Stick, and Oxy-acetylene; open studio for majors, mold making studio, plastics shop – resin lamination, and casting, thermoforming; sand blasters – one outdoor, one enclosed booth; clay modelling; subtractive studios; wood shop; plaster casting and wax room.

The Media & Performing Arts Department. The faculty are professional photographers, filmmakers, and performance, intermedia, and video artists. They, like all of us, share an environment saturated with mass media images, an environment where media technologies are heavily employed as commercial tools. Within this context the faculty strive to make media technologies available to students as art-making tools. They do this by helping students achieve (1) a mastery of at least one technical discipline, and (2) the intellectual independence necessary to make their art an open-ended exploration of our society.

Undergraduate students take a core of courses in their concentration area and a range of studio and non-studio electives. Seniors are brought together in the Media Forum, a course which supports the department's emphasis on examining the role modern media play in the fine arts and in society.

In addition to the concentration areas of photography and filmmaking, the department offers a concentration in Studio for Interrelated Media (SIM). SIM provides extra flexibility for the especially independent student who needs an open studio to pursue interdisciplinary media (both modern and traditional) studies and/or performance skills.

Graduate students can pursue the M.F.A. degree in any of the department's concentration areas. For more information about the graduate fine arts program, please see page 32.





The department's activities outside of scheduled courses are extensive. Each spring it sponsors two exhibitions of works gathered nationwide: Eventworks, a performance series, and The Video Show. Professional performers in music, dance, and theatre companies are in residence at the college and collaborate with the SIM area. The photography students publish a portfolio each spring which is placed in the Museum of Modern Art. Students cross register at the Center for Advanced Visual Studies at MIT, and many complete internships with television stations, the telephone industry, galleries, theatres, and the special collections departments of museums.

Graduates of the department go on to further study, find jobs in education or areas such as those listed above, or support themselves with sales and commissions.



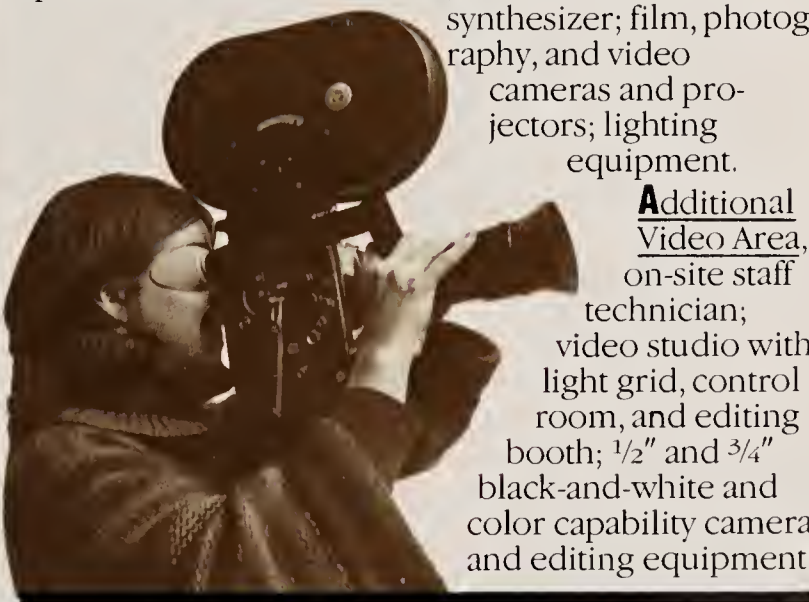
Concentration Areas and Facilities:

Filmmaking, on-site staff technician; screening room which seats 50; 16mm and Super 8mm synch sound with single and double systems production facilities; Steenbeck flat bed editing table; 16mm and Super 8mm full-coat sound transfer equipment; Oxberry animation stand; JK optical printer; Nagra IV synch tape recorder; various 16mm and Super 8mm and lighting equipment.

Photography, on-site staff technician; large black-and-white darkroom with 12 enlarger booths; four-person black-and-white darkroom; color darkroom; studio/classroom; 35mm and 4X5 cameras; light meters; lights; tripods; and other equipment.

Interrelated Media, on-site staff technician; proscenium theatre which seats 400; two performance spaces which seat 150 and 50; sound studio with audio synthesizer; film, photography, and video cameras and projectors; lighting equipment.

Additional Video Area, on-site staff technician; video studio with light grid, control room, and editing booth; 1/2" and 3/4" black-and-white and color capability cameras and editing equipment.

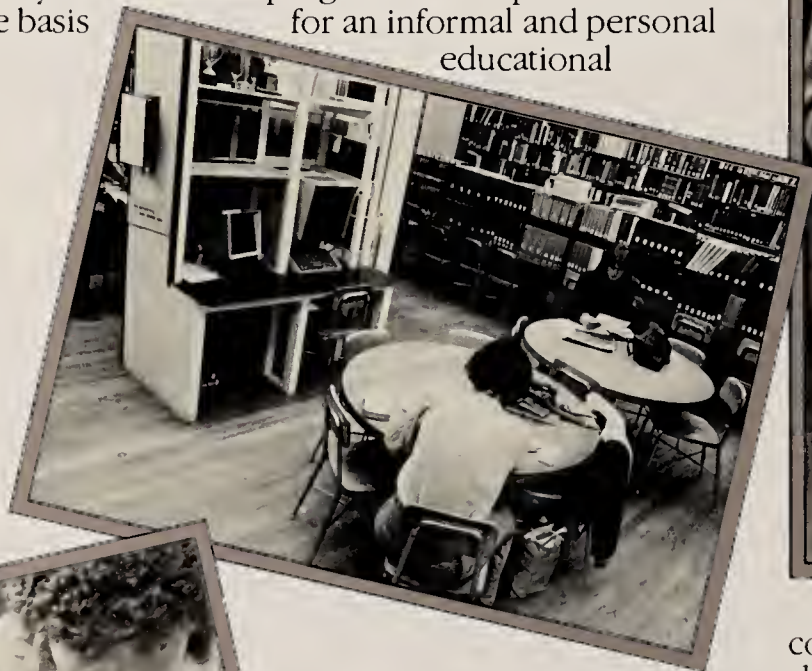


The Art Education Department. The faculty are professional artists, art teachers, and human services practitioners. They are committed to the idea that visual, manipulative work helps people to construct models of the world and thus to understand it. They aim to help students understand relationships between people and artmaking and demonstrate within and beyond the public schools that artmaking is an underdeveloped tool.

Undergraduate students take studio courses as well as courses which explore the psychology of artmaking, sociology of schools, the planning and execution of lessons, and the philosophy and history of education. As part of their study they observe artmaking in schools, museums, hospitals and community settings. Students also teach adolescents coming to the college for after-school and Saturday classes, and serve as practice teachers in nearby school systems.

Graduate students pursue the M.S. degree with an individualized specialization. For more information about the graduate art education programs, please see page 18.

Beyond its formal programs the department is the basis for an informal and personal educational



community. The faculty and students enjoy meeting, sharing their artwork, and getting to know each other. People involved in the arts from the worlds of educational television, special education, and curriculum development form part of the community through the department's special lectures and workshops. Finally, the community also reaches out to people at other colleges, schools, school systems, museums, hospitals, nursing homes, rehabilitation programs, day care centers, performance groups, and community projects. The department's faculty and students work with these organizations as visiting lecturers, curriculum consultants, interns, support administrators or practice teachers, and practice-teaching supervisors. People from these institutions also serve as lecturers at the college. All students receiving the B.F.A. in art education are certified through the Interstate Certification Compact to teach in public schools in Massachusetts and



Concentration Areas for Undergraduates –

Art Education Certification: An Art Education major with studio distribution in Two Dimensional and Three Dimensional Fine Arts and Media and Performing Arts.

Studio Education: A dual major in art education and one studio area concentration.

Museum Education: A dual major in art education and art history with emphasis on museum education.

Facilities

The department is centered around the Visual Learning Resource Center. This room is a comfortable environment for meetings and study. It houses curriculum materials, games, visual materials pertinent to learning across all subject areas, and "Center Publications" articles by faculty and graduate students. The department also maintains audio-visual equipment for making and viewing video, film, and slide tapes. In addition to having an ample collection of contemporary art education texts, films, and slides, the college's library is particularly valuable to the department because it has a wealth of historic art education texts accumulated in the one hundred years since the college's founding as the first art education institution in the country.



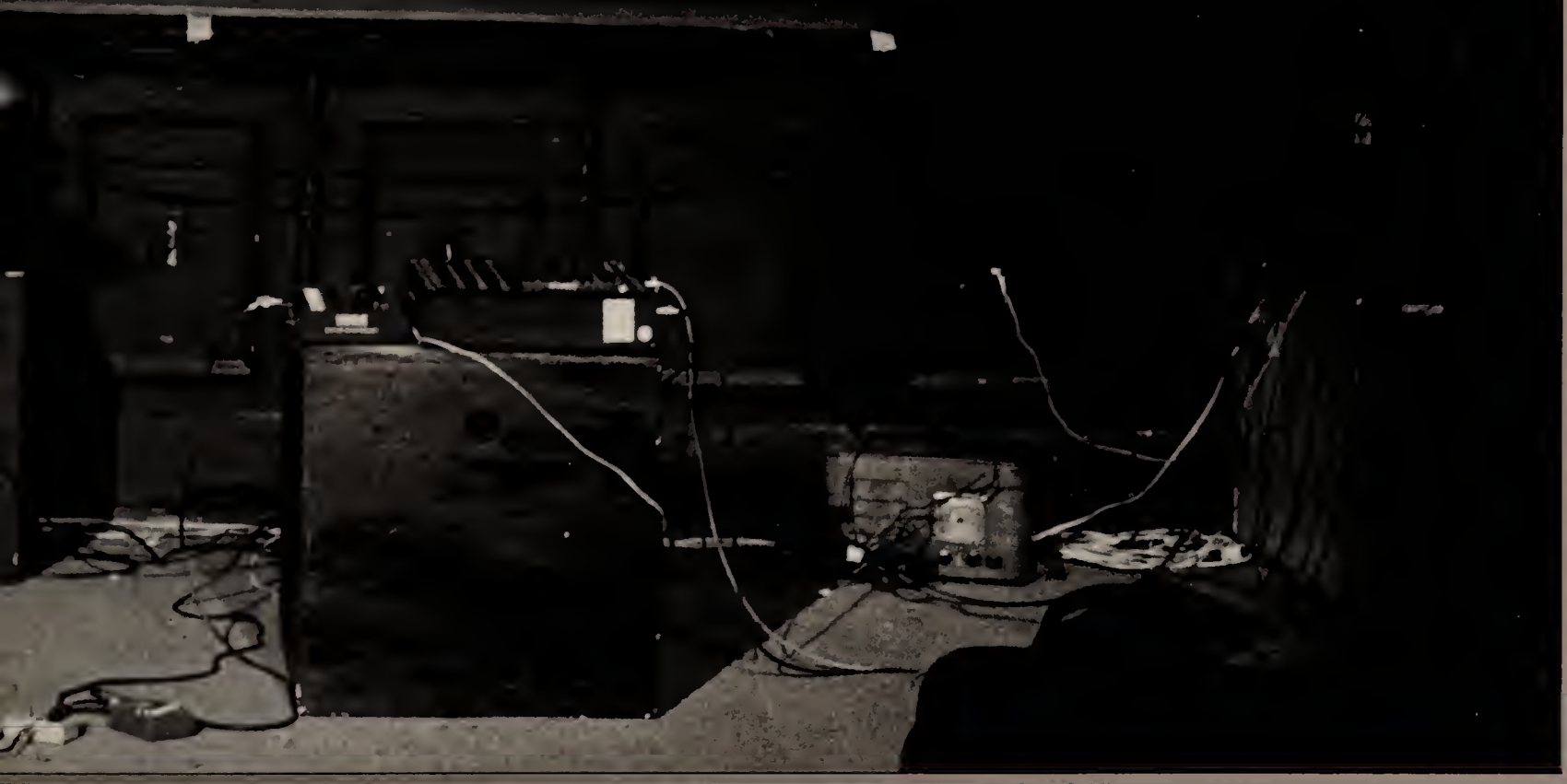
The Graduate Fine Arts Program is a two-year, 60-credit, resident program which awards a Master of Fine Arts degree.

The program is designed to permit a diverse group of students to develop individual programs utilizing the resources of the college, its cooperating institutions, and the broader context of Boston and the northeastern region of the United States. The college encourages the application of students who view themselves as working professionals and who can use the opportunities available in the Boston area to shape distinct learning and working goals.

Areas of major studio include:

1. 2D Fine Arts; Painting; Printmaking
2. 3D Fine Arts; Sculpture; Ceramics; Fibers; Glass; Metalsmithing
3. Media and Performing Arts; Photography; Film; Studio for Interrelated Media (SIM).
4. Design

The graduate student is assigned, then later elects, a faculty advisor. Criticism, however, may be given by all members of the studio faculty of the discipline in which the student works. Each semester students bring their work before a review board comprised of members of the graduate faculty. This



board makes recommendations concerning the future program of each student. Weekly seminars bring together graduate students in all studio disciplines for pertinent lectures, presentations of exemplary works and ideas, and discussions which explore critical and aesthetic assumptions and examine the functioning of the contemporary arts world. Seminar is scheduled in conjunction with a visiting artists program.

The MFA program requires students to possess a clear sense of personal direction and independence. The small size of the program promotes interchange across the various disciplines.

Minority Affairs: The office of Minority Affairs, located on the first floor of the Longwood Building, is primarily responsible for developing programs for minority students in the following areas:

Academic Advising for students in the Freshman Foundation Program; *Studio Tutorial Services*, staffed by faculty members and designed to assist students in the development of basic studio skills; *Studies in Comparative Cultures*, a minor concentration exposing students to the art of peoples and cultures outside the Western European aesthetic tradition; *Pre-College Workshop* developing basic skills in the areas of 2-D design, drawing and painting for high school juniors and seniors who are interested in applying to the undergraduate degree program; *Resource Center* offers a substantial library collection of books, catalogs, slides, film and other materials on third world art; *Film Program* presents independent filmmakers and is a regular schedule of film showings that include Japanese, Chinese, Afro-American, and Puerto Rican subject matter as well as an annual film festival during the spring semester. Through the college's *Exhibitions and Visiting Artists program* students are provided exposure to the works and achievements of minority artists; *Spectrum* is a student organization on campus that represents the cultural and social interests of its Hispanic, Black and Asian members. *Minority Student Recruitment Program*, a portion of the Minority Affairs budget, has been provided for a recruiter whose main task is to increase minority student enrollment in the undergraduate program. The Minority Affairs Office, Affirmative Action Office and Admissions Office work closely on this on-going project.

Student Services. The Office of Student Services is available to assist with all aspects of student life in the college and the community. The kinds of questions that are commonly discussed include health, personal, financial or family problems, career planning decisions, student activities and events, residency requirements. Offices are open from 9 a.m. to 5 p.m. to serve all students in the college.

Health Services. College life can be extremely demanding—academically, physically, and constitutionally. Students having physical health problems may wish to discuss potential or present illnesses with the College Nurse. All such consultations are confidential.

Health Services consists of two rooms in the Longwood Building, the nurse's office and an examining room which includes a cot for unexpected situations requiring an hour or two of rest and/or medical care. An additional health facility is provided at the Overland Building, which includes first aid supplies and a cot for visiting when needed.

Basic medical care including first aid treatment, gynecological counseling, physical examinations, and tetanus injections are available. Several laboratory procedures including strep, urine cultures, T.B. testing, and limited blood work are also done.

The Service is staffed by a registered nurse/nurse practitioner. A physician visits the college bi-weekly at no expense to the student. Appointments must be scheduled, however, through the nurse. An excellent resource and referral file has been developed which focuses on quality but low-cost auxiliary care outside the college.

Accidents and Health Insurance. Students may participate in a comprehensive accident and health insurance program at minimal cost. Both offer twenty-four-hour coverage for twelve months. The accident insurance provides a maximum of \$1,000.00 for each covered accident at a cost of \$15.00 per year. It is mandatory for undergraduates and optional for graduate students.

The health insurance provides outpatient benefits and a maximum of \$6,000.00 for major expenses. It also includes benefits for mental or nervous disorder or alcoholism. It is optional for undergraduates and graduates. Coverage is also available for spouse and dependents. Additional information is available in Health Services.

Counseling Services. Psychological Counseling: A psychological counselor plus three qualified interns are available to all students without charge for consultation on a variety of matters including personal or social problems and academic or work difficulties. Short term individual or group counseling is provided at the college. The counselor can help the student evaluate their need for on-going professional help and, when appropriate, assist in referring the student to qualified community resources. All interviews are strictly confidential. Personal growth groups and special interest groups such as weight control, psychodrama are offered. Groups can be organized according to student needs. The counseling service also offers assistance to student organizations and is available to consult with faculty.

Career Planning and Placement: The Office of Career Planning and Placement is available to assist matriculated students, plus part-time, certificate and graduate students and alumni in choosing a career and in finding employment. The Office maintains listings of full-time career opportunities, part-time and free-lance jobs and a library of books and magazines in art and design. Workshops plus practical help in resume preparation and proposal writing and interviewing techniques is available. Students may consult a complete list of scholarships and grants including information and applications for the Fulbright and Marshall fellowship. In addition, the Career Planning Office will

assist students in finding and applying for internships in their field. The Director teaches an elective for credit "Fine Artist Survival." Pamphlets are available in areas of survival techniques, information plus video-filmstrips for viewing.

Student Employment Program. Any student enrolled in our college may take advantage of this part-time, off-campus employment service. This office maintains a listing of employers in profit making and non-profit making sectors of the community and notifies students listed with this office of the available positions.

Housing. In general, MassArt students are responsible for making their own living arrangements. Boston has the largest concentration of colleges and universities of any city in the world, and in turn, one of the largest student populations. Locating suitable housing from out of town is almost impossible, and providing meaningful assistance is almost as difficult. A visit to Boston in May or June to make personal contact with fellow students and/or real estate agencies is the most realistic means of securing a satisfactory living space. Also, since Boston has one of the highest cost-of-living indexes in the country, a substantial sum for rental should be included in any academic year budget.

The Office of Student Services maintains a bulletin board of housing opportunities and also in recent years has made arrangements for Mass Art students to be housed in nearby dormitories of other colleges. Any students interested in a dormitory situation should contact the Office of Student Services in the early spring of the year preceding entrance.

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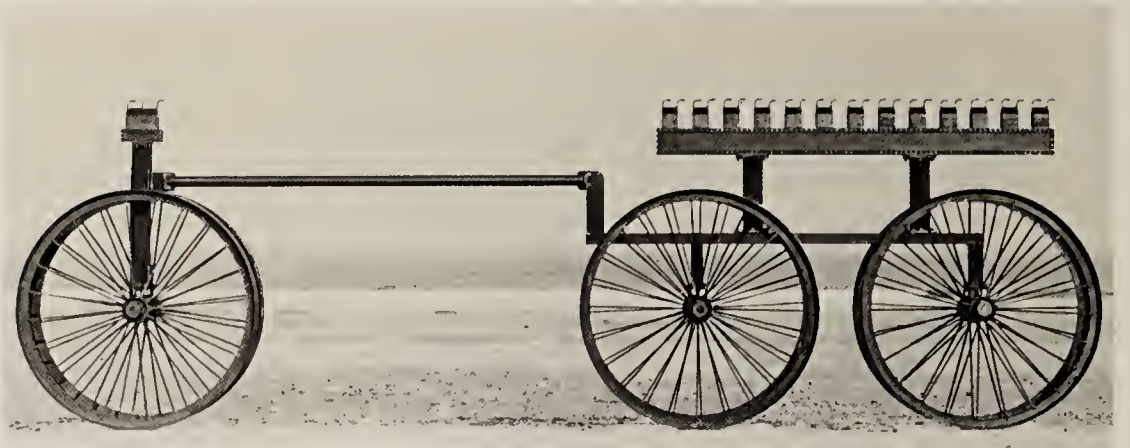
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